

Appendix A



SCHOOL PSYCHOLOGY

2004-2005

GRADUATE STUDENT HANDBOOK

Masters and Education Specialist Degree Programs
in School Psychology
Department of Psychology
University of Wisconsin - Whitewater



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SCHOOL PSYCHOLOGY GRADUATE STUDENT HANDBOOK

Masters and Education Specialist Degree Program in School Psychology University of Wisconsin - Whitewater

General Program Description

The graduate program in School Psychology at UW-Whitewater is a three-year, full time course of classroom study and field practica and internship leading to certification by the Wisconsin Department of Public Instruction as a School Psychologist. Students first complete 30 graduate credits in psychology and education, then either pass a comprehensive examination or defend a thesis to complete the requirements for the Masters Degree (M.S.E. - School Psychology). Upon attainment of the master's degree, qualified students enter into the Education Specialist degree (Ed.S.) sequence, consisting of 39 additional credits of advanced course work, a 600-hour field practicum, and a 1200-hour internship. Successful completions of the internship and the NTS Praxis II examination in School Psychology allow the student to apply for certification as Professional Educator, in conjunction with Professional Development Plan. Upon meeting these standards, students may apply for the Nationally Certified School Psychologist (NCSP) credential. This certificate is achieving growing recognition among state school psychology licensing boards and allows for reciprocal certification in selected states outside of Wisconsin.

The Program has Full Accreditation by the National Association of School Psychologists (NASP), has additional accreditation by the Wisconsin Department of Public Instruction (DPI), and is located in a National Council for Accreditation of Teacher Education (NCATE) accredited unit.

Consistent with policies of the University of Wisconsin System, the UW-Whitewater School Psychology Program is committed to equal educational opportunity in its training program and encourages application from all persons regardless of race, color, creed, religion, age, ancestry, national origin, disability, sexual orientation, political affiliation, marital status, Vietnam-era veteran status, parental status, and pregnancy.

Training Model

The School Psychology Program at the University of Wisconsin - Whitewater has a distinguished history and current dedication to the professional preparation of school psychologists. The program conforms to the professional scientist-practitioner training model, with a strong emphasis placed on the maintenance of scientific rigor in the applied setting. Students are trained to see themselves as applying both the principles of empirical science and the skills of clinical sensitivity and insight to the problem-solving process in the school setting. While the training essentially represents a "delivery of service" model, students are provided with the curricular background to produce as well as effectively consume research in the field.

The School Psychology Program at the University of Wisconsin-Whitewater subscribes to the concept of competency-based learning. Students must do more than show academic accomplishment: They must demonstrate competency in the training areas defined by the Program, the Wisconsin Department of Public Instruction, and the National Association of School Psychologists (articulated in the publication School Psychology: A Blueprint for Training and Practice II). This competency is assessed through faculty observation and feedback, a twice yearly portfolio presentation procedure, and through more traditional assessment procedures, including a Specialist Research Project, classroom-level examinations, a master=s comprehensive examination, and the NTS Praxis examination in school psychology.

Program Philosophy

The philosophical foundation of the Program is grounded solidly in the viewpoint that school psychologists are highly educated mental health professionals able to bring critical reflection, data-based decision-making, and applied skills to address complex problems which confront them as school practitioners. The Program stresses the need for school psychologists to understand the psychological, socio/cultural, environmental, political, and economic influences that shape the behavior and potentials of children, families, and school personnel. With this understanding, school psychologists can apply their training as an activist, data-based problem-solver within the school setting, taking a proactive stance in the best interests of children, families, and the individuals who serve them. The future school psychologist also needs to understand the vital influence that the teacher, the classroom milieu, the community, and the educational philosophy of the school have on the child. Foundational courses in psychology and education, and their associated field practica and internship combine to provide the student with the opportunity to examine and understand this ecological perspective on human development and functioning.

Knowledge Base

Consistent with this orientation, the knowledge base reflects both foundational and applied course work and experiences in psychology and education. Students are provided with both theoretical and practical training in a broad range of professional competencies. Core course work in the legal, ethical, and professional foundations of school psychology, human learning, child and adolescent psychopathology, and measurement theory provide the student with the foundation necessary to advance to the more applied assessment and intervention curricula and field work. The Program places high emphasis upon training school psychologists to be active participants in the resolution of problems. Consequently, the knowledge base contains both direct and indirect intervention, including individual and group therapy, behavioral consultation, and primary prevention procedures. In addition, Program students are provided with core professional education requirements in the areas of cultural diversity, pupil exceptionalities, curriculum methods, and reading instruction methods.

Program Objectives

The School Psychology Program at the University of Wisconsin - Whitewater is designed for those persons who plan to devote their professional careers to one of the many aspects of school psychological services and desire to achieve a proficiency which will enable them to assume a role of leadership based on a considerable depth of understanding in their work. The Program recognizes that a contemporary training program must prepare its students for the complex challenges of today's schools and school children, as well as provide them with the intellectual curiosity and professional enthusiasm to meet the demands of the future. Consistent with the above philosophy, training model, and knowledge base, the School Psychology Program has the following training objectives:

1. To train individuals who intend to be practicing school psychologists and who will promote school psychology as a profession in the highest representative fashion;
2. To teach the basic skills and content areas of psychology and education in order to meet the requirements of School Psychology as defined by the National Association of School Psychology, the American Psychological Association, and the Wisconsin State Department of Public Instruction Certification for Provisional and (Full) School Psychologists;
3. To teach students to have respect for the scientific rigor and principles that are the hallmark of the field of psychology at large and the integration of science and professional practice;
4. To train students skilled in non-biased, data driven assessment of school-aged children and youth and to see that assessment as integrated with well-researched, measurable treatment procedures.
5. To train students to become competent in serving as consultants to teachers, parents and other personnel in their work setting and prepared to carry out programs of primary, secondary, and tertiary prevention;
6. To train students to become professionals who will act as child advocates and facilitate the optimal best interest of the child in the environments of school, home and community;
7. To train students to become professional school psychologists who are sensitive to and accepting of human diversity and who are academically prepared for the challenges presented in a pluralistic society;
8. To train students to become professionals who will not only be effective consumers of others' research, but as a function of their practice, be able to conduct applied research to benefit the children and families whom they serve;
9. To provide students with exposure to and understanding of the ethics and values of the school psychology profession;
10. To promote in students a need and respect for continuing professional development and to address those needs through advanced continuing professional development course work and workshops.

APPLICATION AND ADMISSION PROCEDURES

All prospective students desiring admission into the School Psychology Program must simultaneously apply for admission into the School of Graduate Studies. This combined application form may be obtained by writing the School of Graduate Studies, University of Wisconsin - Whitewater, Whitewater, WI 53190 or by calling (262)-472-1006. Applicants may also select to apply on-line through the university website. Those individuals requesting information directly from the School Psychology Program will find it included in the mailed packet. The completed form should be delivered or mailed to the School of Graduate Studies. *All individuals should request the additional packet directly from the School Psychology Program by calling (262) 472-5413 or 1026.*

Grade Point Average

An overall undergraduate grade point average of at least a 3.00 (on a 4.00 scale) is required. Applicants who do not meet this requirement may appeal for an exception on the basis of other factors (e.g., relevant work experience, outstanding job performance, recommendations, and evidence of appropriate personal qualifications.) Mean GPA=s of admitted students typically meet or exceed 3.30.

Prerequisite Course Work

Students must demonstrate, at a minimum, 12 credits of undergraduate or graduate course work which includes study in the three areas of (a) child/adolescent psychology or development, (b) abnormal psychology, and (c) statistics as prerequisite to all graduate course work. Additional preparation in the areas of physiological psychology, behavior modification, personality theory, and regular or exceptional education are highly recommended.

Additional Application Requirements

In addition to completing the application form from the School of Graduate Studies, students must also submit directly to the Coordinator, School Psychology Program, Department of Psychology, UW-Whitewater, Whitewater, WI 53190 the following:

1. A representative sample of the applicant's written expression skills in the form of a typed narrative letter, sent to the Program Coordinator, which includes a discussion of relevant personal background and describes in depth why the applicant has chosen to pursue study in the field of school psychology;
2. Three letters of recommendation from appropriate persons (such as former professors or work supervisors) who are familiar with the applicants academic and personal qualifications for graduate study in school psychology, sent to the Program Coordinator;
3. The results of the Miller Analogies Test (MAT). This test takes approximately one hour and applicants may arrange to take it at the UW-Whitewater Testing Center or at a similar testing facility at another university. Applicants who prefer to submit results of the Graduate Record Examination in lieu of the MAT may do so.

Upon review, the Admission Committee may request a personal interview. Admissions may be granted with or without an interview at the Committee's discretion.

Non-Candidate for Degree

In accordance with Graduate School policy, students may take selected graduate courses as an Non-Candidate For Degree (NCFD) prior to admission. Up to 12 credits may be transferred into the student's School Psychology Program upon subsequent admission to the Program. All NCFD credits must receive prior approval from the Coordinator.

Applicants with Previously Earned Masters Degrees

The UW-Whitewater School Psychology Program accepts in transfer masters degrees from NASP-accredited school psychology programs, or those school psychology programs whose requirements meet or exceed those put forward by NASP. Discipline-related masters degrees -- e.g., in education, special education, social work, clinical psychology -- may be transferred following a review and decision by the School Psychology Committee. Substantial additional course work in addition to that included in the Education Specialist degree sequence may be required.

Advisement and Supervision in the School Psychology Program

Upon acceptance, all students in the School Psychology Program are assigned a faculty academic advisor. The responsibilities of the faculty advisor include:

- (a) Advising the student in course selection and registration procedures
- (b) Assisting the student in orientation to program policies and procedures
- (c) Facilitating the student's orientation to campus resources, such as the library and computer labs
- (d) Maintaining regular contact for progress monitoring on at least a semester basis
- (e) Maintaining availability in a problem-solving capacity such as may be needed by the student

Subsequently within the program, the student will select a Specialist Project faculty advisor. The Specialist Project advisor must hold Graduate Faculty status in the Department of Psychology. This individual should be selected based upon common interests in the Project topic, availability and willingness of the faculty member to provide the necessary advisement, and interpersonal compatibility. The student's faculty academic advisor can assist in this selection.

Students enrolled in Psych 793 – Practicum in School Psychology and 795 – Internship in School Psychology are assigned a university supervisor for these experiences. The role of the supervisor is explained in the individual Handbooks that accompany these field experiences.

Course of Study in the School Psychology Program

Students should consult relevant sections of the Graduate Bulletin for a comprehensive description of degree requirements.

Graduate Course Sequence

Students in the School Psychology Program complete a total of 67 graduate credits in psychology and education. The following courses are listed in a typical sequence that all students must take them. Psych 782, 785, & 792 are offered on a variable schedule. The four required College of Education (see asterisk below) courses may be taken in any sequence at the convenience of the student in consultation with advisor.

Masters Degree Sequence

<u>Fall</u>		<u>Graduate Credits</u>
PSYCH-740	Assessment I – Achievement and Prog. Mon	3
PSYCH-624	Human Learning	3
PSYCH-620	Foundations of Professional School Psychology	3
PSYCH-746	Psychopathology of Childhood and Adolescence	3
PSYCH-792	Field Placement in School Psychology	1

Spring

PSYCH-715	Research Methods and Prgm. Assessment	3
PSYCH-745	Assessment III - Intelligence and Adapt, Beh.	3
PSYCH-770	Assessment II - Personality and Behavior	3
PSYCH-785	Advanced Child Development	3
PSYCH-792	Field Placement in School Psychology	1

***Alternative directed elective:

PSYCH-799	Thesis Research	1 - 6
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Summer II

PSYCH-768	Behavior Therapy in the School	3
PSYCH- 480/680	School Violence and Crisis Management	3
	College of Educ. Required Course*	3

Note: Masters degree awarded upon successful thesis defense or successful completion of a comprehensive portfolio examination.

Education Specialist Degree Sequence

<u>Fall</u>		<u>Graduate Credits</u>
PSYCH-791A	Practicum in School Psychology including Seminar: Case Studies	6
PSYCH-769	Consultation and Prevention	3
PSYCH-797	Specialist Project Research	1
	College of Educ. Required Course*	3
<u>Spring</u>		
PSYCH-793	Practicum in School Psychology including Seminar:	6
PSYCH-766	Cognitive Behavioral Therapy/ Children and Adol.'s	3
PSYCH-786	Mental Health Delivery in Schools: Applied Psychopharmacology	3
PSYCH-797	Specialist Project Research	1
<u>Summer</u>		
	College of Educ. Required Course*	3
	College of Educ. Required Course*	3

*College of Education Required Courses

CIGENRL 725	Curriculum Development and Integration	3
CIGENRL 764	Developmental Reading in the Elem. School	3
SPECED 700	Theoretical Foundations...in Special Ed.	3
EDFOUND 710	Education in a Pluralistic Society	3

Note: Upon successful completion of the 600 hour practicum and with a minimum total of 60 approved graduate credits, students may apply to the Department of Public Instruction for the Initial Educator license prior to internship.

Internship

<u>Fall</u>		
PSYCH-795	Internship in School Psychology	3
<u>Spring</u>		
PSYCH-795	Internship in School Psychology	3

Note: Upon completion of all Program requirements, including Specialist Project, internship, portfolio review, and the successful completion of the NTS Praxis II in School Psychology, students receive the Education Specialist Degree.

Residency Requirement

The School Psychology Program is designed to be a three-year, full-time course of study. In support of

and encouragement to returning or non-traditional students, modification of the full-time requirement may be made in the following manner:

- (a) Full-time enrollment shall mean at least 9 graduate credits;
- (b) Students must, at a minimum, be in enrolled full-time for two consecutive semesters in Year I (Masters study) or Year II (Education Specialist study);
- (c) The internship may be completed on a half-time basis over two years.

PROGRAM POLICIES AND PROCEDURES

Students should consult the most current Graduate Bulletin for policies related to degree completion time lines.

Course Work

All course work counted toward the total of 69 credits must be taken at the graduate level. In consultation with the student's advisor, some undergraduate course work may be substituted for specific graduate courses, but in no circumstances may the total number of graduate credits be reduced or the required amount of graduate study in an area be reduced by previous undergraduate study. At least two-thirds of the student's program must be taken in course work numbered 700 and above.

All students must demonstrate competency through course work, practical experience, and other learning strategies in the following areas:

- I. Data-Based Decision-Making and Accountability:**
- II. Consultation and Collaboration**
- III. Effective Instruction and Development of Cognitive/Academic Skills**
- IV. Socialization and Development of Life Skills**
- V. Student Diversity in Development and Learning**
- VI. School and Systems Organization, Policy Development, and Climate**
- VII. Prevention, Crisis Intervention, and Mental Health**
- VIII. Home/School/Community Collaboration**
- IX. Research and Program Evaluation**
- X. School-Based Practice and Development**
- XI. Information Technology**

An expanded explanation of the learning outcomes and competencies for each of these areas can be found in the section entitled "Portfolio Assessment."

Course Load

A full-time student in good standing may carry a maximum of 14 credits in a regular semester. Summer credits are controlled by extant university policy. Overloads may be granted in unusual circumstances with the consent of the Program Coordinator and the Dean of Graduate Studies.

Transfer of Credit

Graduate level work completed at other institutions may be transferred to the University of Wisconsin-Whitewater to apply to a graduate degree. No more than nine (9) credits completed at other institutions

may be applied to the M.S.E. - School Psychology degree or the Ed.S. – School Psychology degree. As there are other significant limitations, please consult the most current Graduate Bulletin for a complete explanation of these policies.

Students wishing to transfer credit must complete the form available at the School of Graduate Studies Office, Roseman Hall, at the time of admission to the program. Later requests will not be honored.

GRADUATE STUDENT EVALUATION AND RETENTION POLICIES AND PROCEDURES*

Continuance in the School Psychology Program is contingent upon the ability of the student to pursue graduate study.

Academic Standards

1. An average of 3.00 overall grade point is required to maintain good standing as a student in the School Psychology Program.
2. No more than one course with a grade of "BC" or "C" in any required Psychology course (PSYCH) in the Program, nor more than two courses with a grade of "BC" or "C" are allowed toward the completion of the entire Program through the completion of the Ed.S. degree. No grades of NC (No Credit) in the Internship are allowed.
3. It is the policy of the School Psychology Program that no required Psychology course (PSYCH) may be repeated without a written appeal to the School Psychology Committee. This appeal must address the reasons for the initial poor performance and provide a detailed plan for overcoming those difficulties.

Students who receive a notification of dismissal for academic reasons have appeal rights as described in the Graduate Bulletin. The student's advisor will assist the student in the appeal as requested or needed.

Professional Standards

Polices Relating to the Professional and Personal Functioning of Students
in the School Psychology Program

Students are expected to maintain the highest possible academic, moral, and behavioral standards consistent with individuals training to become mental health professionals. The faculty members are committed to modeling that behavior and assisting students who may struggle in some areas.

1. The professional conduct of students in any applied setting, including school buildings, clinics, child care centers, or other educational or mental health facility is guided by the Principles of Professional Ethics of the National Association of School Psychologists. Ignorance of any part of these Principles is not considered an acceptable excuse for violation.
2. Behavior in the academic setting is guided in part by applicable UWS Chapter 14 rules.
3. The following behaviors are considered a violation of the policies of the School Psychology Program :
 - (a) being under the influence of illegal substances or alcohol while engaging in any university or field activities related to training as a school psychologist;
 - (b) acquiring any new conviction for a felony or misdemeanor or failing to report any previous conviction at the time of admission; *All applicants for Wisconsin school psychology positions will undergo a criminal background check. Students who have a criminal record or who acquire a criminal record while in training, should report this information to the Coordinator at the soonest possible date. This does not apply to non-criminal traffic violations or previous violations of the state juvenile code. If in doubt, students should consult the Coordinator, the Department Chair, or their own attorney.*
 - (c) physically or verbally assaulting or threatening any faculty member, other university employee, field supervisor, practicum site employee or pupil, or fellow student;
 - (d) engaging in sexual behavior with student clients or engaging in inappropriate sexual or sexist or racist behaviors that create a hostile learning environment for fellow students;
 - (e) falsifying any information on the program application;
 - (f) falsifying any information on a practice or authentic situation test protocol, report of field experience, or academic assignment, or in any way tolerating that behavior in another;
 - (g) public declaration of held beliefs which indicate a clear and unambiguous intent to discriminate as a school psychologist or trainee against persons because of race, religion, ethnic origin, sexual orientation, gender, disability, marital status, or socioeconomic status, or any behavior in this regard;
 - (h) other applicable infractions as noted by UW-Whitewater or UW System rules.

If a violation is identified, the following procedures will be implemented:

1. The student will be notified of the specific problem areas noted by the faculty;
2. Unless the problems are severe enough to warrant an immediate dismissal, a plan to address the problem will be developed by the School Psychology Committee. This plan will, as much as possible, behaviorally define the student's problems, identify the expected behavior patterns or goals, and designate a date for goal attainment or reevaluation. If the student chooses not to accept the remedial plan, he/she will be automatically dismissed from the program;
3. At the time of reevaluation, four options exist for the School Psychology Committee:
 - a) a decision that the specified concerns no longer present a significant impairment and the student is allowed to continue in the program;
 - b) continued remediation, an updated remedial/behavioral plan, and a date set for another reevaluation;
 - c) counseling the student out of the program;
 - d) formal dismissal from the program.

Students who receive a notification of dismissal have appeal rights as described in the Graduate Bulletin. The student's advisor will assist the student in the appeal as requested or needed.

Due Process: General Guidelines

Due process insures that decisions made about graduate students by the School Psychology Program are not arbitrarily or personally biased. General due process guidelines include:

1. presenting students, in writing, with the program's expectations related to professional functioning;
2. stipulating the procedures for evaluations, including when and how evaluations will be conducted;
3. articulating the procedures and actions involved in making decisions regarding impairment;
4. instituting a remediation plan for identified inadequacies, including time frame for remediation and consequences of not rectifying the inadequacies;
5. providing a written procedure to the graduate student which describes how the student may appeal the program's action;
6. ensuring that graduate students have sufficient time to respond to any action taken by the program;
7. using input from multiple professional sources when making decisions or recommendations regarding the graduate student's performance, and;
8. documenting, in writing and to all relevant parties, the action taken by the program and its rationale.

Evaluation Time lines

In addition to grades and in-course evaluations students receive as a part of all course work:

1. All graduate students in the School Psychology Program will receive a mid-year and end-of-year portfolio evaluation of their progress in the program (See section on School Psychology Portfolio.)
2. During the student's initial year in the Education Specialist sequence, he/she is enrolled in a full-year practicum. Formal evaluations from field supervisors occur at intervals during this practicum, and students receive university feedback on submitted psychological reports and following university supervisor site visitations;
3. During the student's final year in the program, he/she is enrolled in a full-year internship. Formal evaluations from field supervisors occur at two intervals during this internship, and students receive university feedback during scheduled site visitations and periodic phone conversations. In addition, interns participate in a series of internship seminars where feedback continues.

At the conclusion of internship, the Coordinator, in consultation with university and field internship supervisors, will make a decision for endorsement for certification.

If there is to be conditional endorsement or no endorsement, the intern is made aware of this prior to the completion of the 1200-hour internship. In the event of a denial of certification, and the intern is in disagreement, the intern as identified in the Graduate Bulletin may initiate appeal procedures.

Students should consult the most current Graduate Bulletin for a complete explanation of all academic policies.

ADVANCEMENT TO CANDIDACY FOR THE M.S.E.

When a student has completed 12 credits in the School Psychology Program and is in good standing, advancement to candidacy is established in the following manner:

Graduation Application - An application blank for this purpose may be obtained in the School of Graduate Studies and should be filed with that office early in the semester or summer session in which the student plans to graduate. Students planning to graduate following the summer session may file during the Spring semester. Summer graduates may march in Spring graduation exercises after notifying the School of Graduate Studies of their intent to do so.

Departmental approval - At the portfolio evaluation occurring mid-year in the student's first year, each student will be discussed and counseled by the staff in regard to the appropriateness of his/her continuation in the program. The Department of Psychology, through the Program Coordinator, must approve the student's request for graduation. Students who are in good academic standing with no outstanding Incomplete grades or unresolved misconduct complaints will be approved for graduation;

Time Limitations - All time limitations on masters degrees are governed through the School of Graduate Studies. Please consult the most recent Graduate Bulletin.

Comprehensive Portfolio Examination and Thesis

Students in the M.S.E. - School Psychology degree program may choose to complete a comprehensive portfolio examination or write a masters thesis. The comprehensive portfolio examination is designed to assess a broad proficiency in the area of School Psychology, while the thesis is designed to allow a more in depth examination of a particular area in the field. *Students choosing the thesis must also complete a modified portfolio review.*

Those students who choose to write a thesis should do so only after consultation with the Program Coordinator. Applications for the thesis, obtained from the School of Graduate Studies, must be completed.

Comprehensive Portfolio Examination

The comprehensive examination is composed of two parts: the written examination and the student portfolio review. The comprehensive examination may only be considered "passed" following success in both parts.

The comprehensive portfolio examination shall be construed to be a global assessment by the faculty of the Department of Psychology of the student candidate's readiness to be awarded the masters degree. The examination shall cover course work and experience in the following areas:

Data-Based Decision-Making and Accountability:
Consultation and Collaboration
Effective Instruction and Development of Cognitive/Academic Skills
Socialization and Development of Life Skills
Student Diversity in Development and Learning
School and Systems Organization, Policy Development, and Climate
Prevention, Crisis Intervention, and Mental Health
Home/School/Community Collaboration
Research and Program Evaluation
School-Based Practice and Development
Information Technology

The examination will evaluate the student's competency to apply acquired course work skills and theory to problems directly related to the psychological specialty of school psychology.

Guidelines and Scoring Rubrics for the Comprehensive Portfolio Examination are found in Appendices

A & B in this Handbook.

Masters Thesis

Students must receive the approval of the Program Coordinator to write a thesis. This decision will be based upon the following:

1. Recommendation of the instructor for Research Methods and Program Assessment;
2. Availability of Department of Psychology faculty to chair thesis committee. It is the policy of the Department that directors be tenured or tenure track faculty in the Department of Psychology and that no faculty member direct more than three (3) thesis committees. At least two committee members must be Department of Psychology faculty or academic staff.

Students must obtain the "Thesis Writer's Guidelines" from the Coordinator and all relevant forms from the Graduate School. Upon approval, registration in PSYCH -799 Thesis Research should be completed. Thesis completion is subsumed under the seven-year program time limit.

Students who choose and are selected to write the thesis provide the faculty with the opportunity to assess their understanding in a broad array of scholarly objectives. Those broad objectives include:

1. Students will demonstrate the ability to formulate a research question in the area of school psychology of sufficient depth, scope, and relevancy to merit significant investigation;
2. Students will demonstrate the ability to orally defend this proposal to a committee of faculty members;
3. Students will demonstrate the ability to conduct a thorough review of the pertinent literature in the area to be investigated;
4. Students will demonstrate the ability to address a research question in a manner consistent with an understanding of the scientific method as applied to psychological research;
5. Students will demonstrate an ability to effectively communicate their research in writing and to defend that research in a public meeting of their professors and peers.

Students are responsible for consulting the most current School of Graduate Studies publications and the Graduate Bulletin for a complete explanation of thesis policies and strictly adhering to them. Both of these documents are available in the School of Graduate Studies main offices.

A copy of the final thesis, professionally bound, must be provided to the School Psychology Program.

ADVANCEMENT TO CANDIDACY FOR THE Ed.S.

Application Requirements - Education Specialist Degree Sequence

1. Continuing UW-Whitewater students who have completed a minimum of 12 credits toward the masters degree and are in their final full-time semester of course work may make application for continuation in the education specialist degree sequence.
2. All other applicants must possess a master's degree in school psychology from a NASP-accredited institution or an institution that trains at an equivalent standard, or a master's degree in a closely related field. The Coordinator, in consultation with the School Psychology Committee, will determine if this requirement has been met.
3. All applicants must complete the Graduate Degree Program Application available at the Office of Graduate Studies.
4. All applicants must submit three letters of recommendation from appropriate persons (such as former professors or work supervisors) who are familiar with the applicant's academic and personal qualifications for advanced graduate study in school psychology. In lieu of letters, the Endorsement to Proceed to the Education Specialist Degree, (Appendix C) approved by the UW-Whitewater School Psychology Committee, must be submitted by all UW-Whitewater applicants.

Degree Completion Requirements

The Education Specialist Degree is composed of a minimum total of 67 credits, including credits for the masters degree, and consists of predominantly 700-level course work in school psychology and education, field experience, a pre-internship capstone examination, and a scholarly project in school psychology. A grade point average of 3.00 must be maintained throughout the degree sequence. All students must be in full-time residence (at least nine credit hours) for the first year of the degree sequence.

Graduation Application - An application blank for this purpose may be obtained in the School of Graduate Studies and should be filed with that office early in the semester or summer session in which the student plans to graduate. Students planning to graduate following the summer session may file during the Spring semester. Summer graduates may march in Spring graduation exercises after notifying the School of Graduate Studies of their intent to do so.

Departmental approval - At the portfolio evaluation occurring mid-year in the student's first year, each student will be discussed and counseled by the staff in regard to the appropriateness of his/her continuation in the program. The Department of Psychology, through the Program Coordinator, must approve the student's request for graduation. Students who are in good academic standing with no outstanding Incomplete grades or unresolved misconduct complaints will be approved for graduation;

Time Limitations - All time limitations on graduate degrees are governed through the School of Graduate Studies. Please consult the most recent Graduate Bulletin.

ETS Praxis II Subject Examination in School Psychology -- All students must score a passing grade on the ETS Praxis II Subject Examination in School Psychology prior to the awarding of the education specialist degree. Results should be sent to the School Psychology Program. *This examination is taken in the spring semester of the initial Ed.S. year prior to internship.* The exam may be repeated as necessary. Students can find information about testing dates and a sample study guide at the organization's website located at <http://etsis1.ets.org/prxsets.html>

Portfolio Review – Advancement to candidacy for the education specialist degree includes a formal portfolio review by program faculty. This normally occurs in the final month of internship. All students must present documentation of acquired competency consistent with their training status through the prepared portfolio. Students must have met all of the mandatory competency objectives on the School Psychology Program Continuum of Competencies prior to graduation. Students may be required to further address documentation of competency by the reviewing faculty.

Specialist Project

Students must complete a written Specialist Project that conforms to the UW-Whitewater “Criteria for Specialist Project in School Psychology” (Appendix C) and present their project to the faculty who will determine if it meets all of the Specialist Project “Standards for Competency.” (Appendix D) Continuous enrollment in PSYCH-797 Specialist Project Research is required.

Granting of the Education Specialist Degree

Upon successful completion of all course work and practica with an overall grade point average of at least 3.00, the successful completion of the Internship in School Psychology, successful completion of the Specialist Project, and a passing score from the ETS Praxis II Examination - School Psychology, the Education Specialist Degree will be granted.

If there is to be conditional endorsement or no endorsement, the intern is made aware of this prior to the completion of the 1200hour internship. In the event of a denial of certification, and the intern is in disagreement, appeal procedures as identified in the Graduate Bulletin may be initiated by the intern.

The School Psychology Portfolio

All students in the UW-Whitewater School Psychology Program develop and maintain a cumulative Portfolio of their progress through the sequence of training. This Portfolio is essential to (1) the development of self-evaluation skills, (2) the documentation of acquired competencies, and (3) an understanding of the continuous and ongoing nature of professional competency development.

This Portfolio will allow both the student and the faculty to monitor and chart progress throughout the entire program. In addition, it will serve as the major source of documentation at the Pre-Internship Review held in the spring of the second year. Finally, students will find that the Portfolio may be a useful documentation summary when applying for internships, job-seeking, or application to doctoral programs.

It is useful to think of the portfolio process in three stages: The Entrance Portfolio (pre-Masters level); the Practicum Portfolio (pre-internship Ed.S level) and; the Professional Development Portfolio (Internship and beyond).

- **The Entrance Portfolio** – This portfolio documents your growth from entrance through the attainment of the Masters degree. It will reflect the experiences, skills, and knowledge that you brought with you as well as what you acquire over your first full academic year of study and fieldwork. It will be reviewed with interview and presentation prior to Semester II and will be submitted for your Comprehensive Portfolio Review in May in partial fulfillment of the requirements for the Masters degree.
- **The Practicum Portfolio** – This portfolio will document your growth during your practicum year and reflect newly acquired skills and insights as you begin to see yourself more as a school psychologist and less as a graduate student. The portfolio will be submitted for faculty review prior to Semester II. Students will meet individually with their advisor for feedback and receive suggestions for creating an Internship Application Portfolio.
- **The Professional Development (CPD) Portfolio** – All school psychologists receiving the Initial Educator License in Wisconsin will be required to assemble a Professional Development Plan and associated documentation portfolio for the district in which they are employed, either as an intern or beginning school psychologist. This portfolio will also serve as your final Ed.S. Comprehensive Portfolio Review.

Students are expected to keep their Portfolios up-to-date and be prepared to share them with their advisor at any time. Faculty review of the Portfolio occurs at least once each semester. Mid-year reviews are conducted by the student's advisor for Year I students and by university supervisor for Year II practicum students. The collective school psychology faculty conducts pre-Practicum and Pre-Internship reviews.

Review Dates:

Year I (Entrance):	January: Formative Review with Interview May: Comprehensive Examination
Year II (Practicum):	January: Faculty Review; no interview May: Pre-Internship Review with Interview
Year III (Professional):	June: Comprehensive Examination

Organizing the Developmental and Working Portfolios

The Portfolio should be developed in a 1 ½ or 2-inch hardcover three ring binder. Clear vinyl inserts should be used to contain the Portfolio contents so that they may be easily removed for inspection. Tabbed dividers should be used for organization. There are three major sections to the Portfolio: (1) Official Documents, (2) Competency Development, and (3) Selected Artifacts

Portfolio Section I: Official Documents

- A. Your “Belief Statement” in which you briefly describe in a half page what you believe about the delivery of school psychological services. This statement will change and grow with you.
- B. Your Professional Resume - containing your educational and employment experience to date
- C. Required Official Documents

- (1) Approved Program of Study (E,P)
- (2) Most recent graduate transcript from WINS, including any transfer credits (E,P)
- (3) Approval for Program Variance (e.g., waivers, substitutions, non-UWW courses) (E,P)
- (4) Application for graduation (must be in mid-year portfolio, from the Graduate Office) (E)
- (5) Endorsement to Proceed to the Education Specialist Degree (Spring) (E)
- (6) Official notification of degree attainment or copy of diploma (P)
- (7) Completed Application for Initial Educator License (Spring) (P)
- (8) Official notification of score on ETS Praxis II School Psychology Examination (PD)

- D. Evaluation Statements from Faculty Review (E,P)

Each semester you will receive a Portfolio Review by the university faculty. Place the most recent evaluation on top.

- E. Field Supervisors' Evaluations (P, PD)

You will have written evaluations from all practica and internship experiences. Place the most recent on top.

Portfolio Section II: Competency Development

- A. **Reflective Summary** of your academic and professional development, progress, strengths, and challenges. This section of the Portfolio should have narrative reflections for each of the program competencies from the Continuum of Competencies and the Graduate Student Handbook. You should reflect upon and evaluate your own growth and emerging belief structures in each area and supply representative artifacts which will appear in Section III. *Each reflection should directly address the competency area and demonstrate your current insight and beliefs relative to the area.* The **Reflective Summary** is to be updated and revised each semester. These summaries should be filed cumulatively, with the most recent on top. Please date each summary as it is prepared.

B. Continuum of Competencies (E, P, PD)

This section will contain the pages from the Continuum of Competencies. Spaces are provided for student and faculty initials. Initial the competency when you believe you have sufficient documentation to demonstrate attainment. Faculty will counter-initial upon review or make additional suggestions.

B. Field Experience Planning Forms (P, PD)

During the practica and internship experiences, students prepare Planning Forms which chart the course of the field experience and provide structure for both the student and the supervisors. These plans should be filed here, with the most recent on top.

Portfolio Section III: Selected Artifacts

This section of the portfolio should include representative samples of your work and activities. Select the *best* of your assessment reports for intervention and multidisciplinary team evaluation, term or research papers, projects, or examinations which demonstrate the *application of your competencies and which have a reflective narrative in Section I*. Enclose in split-front plastic holders for easy removal.

A. Index to Artifacts

It is expected that any one work sample may serve as documentation of developing competencies in multiple areas. Thus it is important to develop an index showing the relationship between your selected work sample and the competency area.

e.g., Index to Artifacts

Date:

Artifact 1: Paper for Psychopathology of Childhood and Adolescence "Adolescent Depression: A Review of the Literature Pertaining to Incidence and Developmental Trajectory"

Competency Areas: Prevention, Crisis Intervention, and Mental Health Services

Note: You should develop a new index each semester. Please date the index and file cumulatively, with the most current index on top. *Remove artifacts that are no longer referenced in your Reflections*

- B. **Selected Artifacts** – Selected papers, group or individual projects/presentations; documented attendance at an approved professional development activity (e.g., WSPA, NASP); case reports (blinded); any other product, including audio/video that demonstrates your growth toward competency attainment. Feel free to consult with faculty members on this selection.

Domains of Training Competency

Adapted from NASP, 2002

The student portfolio will serve as one avenue for students and faculty members to track the attainment of essential competencies. The following are the training domains that link to the “Continuum of Competencies.”

I. Data-Based Decision-Making and Accountability:

Professionals delivering school psychological services have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. They use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Professionals delivering school psychological services:

1. systematically collect information to identify and define strengths and needs of students and use the information to make decisions, plan services, evaluate the outcomes of services, and facilitate accountability for the decisions that have been made.
2. have knowledge of varied models and methods of assessment, or a process of testing, observing, and interviewing, to collect data for making decisions.
3. are able to use a variety of psychological and educational assessment methods validated for the problem area under consideration, including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, and/or ecological or environmental assessment.
4. collect data about environments, including school and home, as well as cognitive, emotional, social, and behavioral factors that have a significant impact on children’s school achievement and personal competence.
5. evaluate children’s environments to identify aspects that facilitate or impede learning or behavioral changes and identify how environmental factors and children’s characteristics interact to affect academic and social/behavioral outcomes. They define problems in ways that
 - identify desired goals (e.g., academic or behavioral)
 - are measurable
 - are agreed upon by those involved
 - are linked appropriately to assessment strategies
6. link assessment results with intervention and use data to design and implement effective direct and indirect intervention services that promote children’s competence and prevent difficulties or disabilities.
7. evaluate the outcomes of interventions, by determining the relationship between the actual outcome and the desired goals articulated in the decision-making process.
8. collect data on students, educational and health programs, classroom environments, and other aspects of schools and other agencies to analyze problems and needs, use those data to determine service delivery and measure the outcomes of a decision-making process.

9. use knowledge of assessment and data based decision making to assist school and other agency administrators in meeting program accountability responsibilities.
10. apply their knowledge of decision-making and problem-solving processes to broader research and systems-level problems to
 - (a) identify factors that influence learning and behavior;
 - (b) evaluate outcomes of classroom, building, and system initiatives; and
 - (c) implement problem solving practices designed to meet general public accountability responsibilities.

II. Consultation and Collaboration:

Professionals delivering school psychological services have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and their application to particular situations. They collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Professionals delivering school psychological services:

1. demonstrate positive interpersonal skills that are used effectively in a variety of professional relationships
2. have knowledge of and employ effective behavioral, mental health, collaborative, and/or other consultation approaches.
3. use consultation and collaboration skills with individuals of diverse backgrounds and characteristics to address a range of problems and concerns
4. have the knowledge and skills necessary to facilitate communication and collaboration with students, school personnel, families, community professionals, and others.
5. function as change agents by clearly considering, presenting, and demonstrating information to promote change at the levels of the individual student, classroom, building, district, and/or other agency.
6. participate in public policy discussions and understand the process by which public policy influences systems. By applying decision-making methods to public policy determination, these professionals facilitate organizational development and change.
7. facilitate the development of healthy learning environments and reduce divisiveness through the use of conflict resolution , negotiation skills, and consensus building.

III : Effective Instruction and Development of Cognitive/Academic Skills

Professionals delivering school psychological services have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. In collaboration with others, they develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Professionals delivering school psychological services:

1. apply current empirically based theory and knowledge of learning theory and cognitive processes to the development of effective instructional strategies to promote student learning and social and emotional development
2. have a current, professional knowledge base of empirically demonstrated components of effective instruction and alternative instructional methodologies for students with diverse strengths and needs.
3. use assessment information in the development of instructional strategies to meet the individual learning needs of students.
4. use appropriate and applicable assessment techniques to assess progress toward academic goals and assist in revising instructional methodology as necessary.
5. assist in implementing a variety of assessment techniques and research-based instructional methods (e.g., cooperative learning, class-wide peer tutoring, cognitive strategy training) to enhance learning of students at the individual, group, and systems level.
6. assist in the design and delivery of curriculum to help students develop behaviors to support effective learning such as study skills, self-regulation and self-monitoring, planning/organization, time management skills, and making choices that maintain physical and mental health.
7. promote the principles of student-centered learning to help students develop their individual ability to be self-regulated learners, including the ability to set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
8. help schools and other agencies to develop appropriate cognitive and academic goals for all children, with variations in standards and expectations for individual student needs. This includes assisting schools to develop alternative ways to monitor and assess individual student performance when measuring systems level goals and standards.

IV. Socialization and Development of Life Skills:

Professionals delivering school psychological services have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. In collaboration with others, they develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Professionals delivering school psychological services:

1. have a current professional knowledge base about developmental processes in behavioral, social, affective, and adaptive domains.
2. are knowledgeable about sound principles of assessment and behavior change and apply these principles to the development of strategies to address individual behavioral, affective, adaptive, and social goals for children through the provision of effective consultation, behavioral assessment, intervention, mental health and counseling services.
3. have knowledge of the socialization and life skills of children with different abilities, disabilities, strengths, and needs as well as knowledge of direct and indirect intervention strategies for use with

children with diverse backgrounds and experiences.

4. develop methodologies, such as conflict resolution and social problem-solving/decision-making approaches that will assist teachers and families in teaching pro-social behavior.
5. make decisions based on multiple research-based theoretical perspectives and translate current scientific information to develop effective behavioral, affective, or adaptive goals for all students, facilitate the implementation of programs/interventions to achieve these goals, and monitor progress towards these goals
6. apply the principles of generalization and transfer of training to the development of interventions in such a way that, when appropriate, interventions can be implemented across settings (e.g., school, home, community).
7. provide leadership in creating environments for children that reduce alienation and foster the expression of appropriate behavior, as well as environments in which all members treat one another with respect and dignity.
8. assist teachers, families, and others with helping children become responsible for their own behavior.
9. assist parents and other adult caregivers with the development, implementation and evaluation of behavior change programs in the home in order to facilitate the learning and development of their children.
10. have knowledge of and facilitate the development and implementation of strategies that result in optimal learning environments, which foster learning and high rates of students' academic engaged time, and reduce the presence of factors that promote alienation and have a negative impact on children's learning and behavioral progress.
11. have a current, professional knowledge base of research on classroom climate, ecological and behavioral approaches to classroom management, and the ability to develop, implement, and evaluate behavior change programs (individual, group, classroom, etc.).
12. incorporate appropriate strategies when developing intervention programs to facilitate successful transitions of students from one environment to another environment. These intervention programs include program to program, early childhood to school, and school to work transitions.
13. are knowledgeable about and assess treatment integrity (the extent to which treatment or programs are being implemented in the ways in which they were intended).

V. Student Diversity in Development and Learning:

Professionals delivering school psychological services have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. They demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Professionals delivering school psychological services:

1. recognize and articulate the subtle racial, class, gender, cultural, and other biases that they and others may bring to their work and strive to reduce and eliminate the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students

2. have knowledge of the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in students' development and learning and incorporate this knowledge when designing and implementing interventions to achieve learning and social/behavioral outcomes.
3. have knowledge of individual differences, abilities, and disabilities and actively acknowledge, support, and integrate the activities and talents of all students into instructional programs and other settings.
4. develop academic and social/behavioral interventions that reflect knowledge and understanding of students' and families' cultures, backgrounds, and individual learning characteristics.
5. develop interventions that are tailored to the individual needs and characteristics of the students for whom they are designed.
6. use their knowledge of experiential and linguistic differences in students to assist schools in identifying what is needed for students to succeed and what instructional or other modifications are required to address children's difficulties.
7. advocate for policies, practices, and environments that help children and families of all backgrounds feel welcome, appreciated and safe in the school and community.

VI. School and Systems Organization, Policy Development, and Climate:

Professionals delivering school psychological services have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems and work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Professionals delivering school psychological services:

1. have a current professional knowledge base of school and systems structure and organization and of general education and special education.
2. use their knowledge of child and adolescent development, learning, family and school systems to assist schools and other agencies in designing, implementing, and evaluating policies and practices in areas such as discipline, problem-solving, instructional support, staff training, school and other agency improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.
3. have knowledge of and apply effective principles of organizational development and systems theory to assist in promoting learning, preventing problems, creating climates that result in mutual respect and caring for all individuals in the system, facilitating decision-making and collaboration, and fostering a commitment to quality, effective services for all children, youth, and families.
4. regularly contribute to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services, which benefit all children, youth, and families.
5. have the knowledge and skills to assume leadership roles in the development of systems change plans and/or public policies (e.g., state or local school improvement plans) that directly impact the programs and services available to children, youth, and their families in schools and communities and that directly impact the ways in which school psychological services are delivered.

6. assist in the development, implementation and evaluation of policies and procedures to ensure that schools and communities are safe and violence free.
7. are actively involved in public policy at the local, state, and federal levels as a means of creating systems of effective educational services.
8. have knowledge of funding mechanisms that are available to schools and communities that support health and mental health services, and participate in the development of funding strategies to assure that needed services are available to students and their families.

VII. Prevention, Crisis Intervention, and Mental Health:

Professionals delivering school psychological services have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. They provide or contribute to prevention and intervention programs that promote the mental health and physical well being of students.

Professionals delivering school psychological services :

1. have knowledge of current theory and research about child and adolescent development; psychopathology; human diversity; biological, cultural, and social influences on behavior; societal stressors; crisis prevention, intervention and post-vention in schools and communities.
2. apply their knowledge of these factors to the identification and recognition of behaviors that are precursors to academic, behavioral, and serious social/emotional difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse, etc.). They also apply their knowledge of these factors in the development of direct and indirect interventions.
3. use knowledge of the precursors that lead to children's severe learning and behavior problems to develop, implement, and evaluate effective prevention strategies
4. collaborate with other health care professionals to promote student behaviors that lead to good physical and emotional health.
5. facilitate environmental changes that support wellness and health of students.
6. promote and participate in wellness and mental health programs for students in schools, other agencies and the community
7. collaborate with other professionals to address diverse health issues such as diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management.
8. collaborate with school personnel, parents, and the community in promoting and implementing crisis intervention before, during and in the aftermath of crises (e.g., suicide, death, natural disasters, murder, bombs or bomb threats, violence, sexual harassment, etc.).
9. work to enhance school services by strategically accessing community resources to address a wide variety of behavioral, learning, mental health, and physical problems.

VIII. Home/School/Community Collaboration:

Professionals delivering school psychological services have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to

involve families in education and service delivery. They work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Professionals delivering school psychological services:

1. have a current professional knowledge base about -
 - a) family systems and their influences on students' cognitive, motivational, and social characteristics that affect their development and/or academic performance;
 - b) family involvement in education;
 - c) methods to promote collaboration and partnerships between parents and educators that improve outcomes for students;
 - d) cultural issues that impact home-school collaboration; and
 - e) other family, home, and community factors that work to support learning and achievement in school.
2. design, implement and evaluate programs to promote school-family partnerships for the purpose of enhancing academic and behavioral goals for students. These might include (but are not limited to) developing parent education programs, establishing drop-in centers for parents, establishing homework hotlines, or providing other supports for parents to help them parent successfully and to help them enhance the academic and psychological development of their children.
3. provide support for parents to participate in school functions or activities and help them become active and effective participants. For example, provide support for parents when participating on special education and IEP teams, encourage parent involvement in school wide committees such as school improvement teams, and facilitate home-school communication and collaboration when problems arise.
4. educate the school and community regarding the influence of family involvement on children's development and achievement and advocate for parent involvement in school governance and policy development.
5. collaborate with other professionals to create linkages between schools, families, and community agencies and coordinate services when programming for children involves multiple agencies.
6. are knowledgeable about the local system of care and related community services available to support students and their families.
7. work with parent organizations to promote public policy that empowers parents to be competent consumers of the local system of services.

IX. Research and Program Evaluation:

Professionals delivering school psychological services have knowledge of research, statistics, and evaluation methods. They evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Professionals delivering school psychological services:

1. have knowledge of basic principles of research design, and statistics, including single subject design, quantitative and qualitative research techniques, and apply these principles to evaluate published

research and to plan and conduct their own investigations.

2. differentiate acceptable from inadequate research and evaluate research in terms of its internal and external validity.
3. have knowledge of evaluation techniques and methods and integrate their knowledge of research, statistics, and evaluation when collecting data about school and community programs and in other program accountability activities.
4. have knowledge of measurement principles and psychometric standards and apply the knowledge when selecting and using assessment techniques and published tests.
5. review and evaluate validity research and psychometric properties when selecting the best assessment methods to use in data-based decision-making.
6. maintain a current professional knowledge base of research findings, professional literature, and other information relevant to their work and apply the knowledge base to all aspects of school psychological service delivery.
7. base their practice on sound research and translate new research findings into service delivery improvements.
8. have knowledge of and apply findings from intervention research when designing educational, mental health, or treatment programs for children.
9. provide leadership in schools and other agencies in understanding and using research and evaluation data.
10. apply their knowledge and skills in statistics and measurement to assist school or agency personnel with valid interpretation and use of school and/or district data.
11. provide information in a consumer-friendly manner about relevant research findings to school personnel, parents, and the public.

X. School-Based Practice and Development:

Professionals delivering school psychological services have knowledge of various school-based service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. They practice in ways that are consistent with applicable standards, are involved in professional activities, and have the knowledge and skills needed to acquire career-long professional development.

Professionals delivering school psychological services:

1. have knowledge of best practice standards in school psychology related to assessment, consultation, intervention and general professional practice and apply their knowledge to all aspects of their professional services.
2. have knowledge of the history and foundations of psychology, education, special education, health care, and related fields and use this understanding in work with children, adolescents, parents, and professionals in schools and other agencies.
3. have knowledge of all appropriate ethical, professional, and legal standards, and practice in schools and other settings in ways that meet standards, both to enhance the quality of services and

to protect the rights of all parties.

4. promote due process guidelines in all decisions affecting students and fulfill all legal requirements in response to law and court decisions.
5. have knowledge of the processes and procedures for public policy development and use their knowledge of professional and legal standards to advocate for the rights and welfare of children and families and to promote new public policies and practices in schools and other settings.
6. maintain certification or licensure and attend continuing professional development activities
7. have knowledge of and apply methods to routinely evaluate their own knowledge, professional competencies, and outcomes of their services and use their evaluation to determine specific individual needs for their continuing professional development.
8. recognize their own limitations and biases, and restrict their professional practice to those areas in which they have training and expertise.
9. understand that their learning and professional development is a continuous process. They plan and implement systematic and effective techniques to enhance their professional development throughout their careers, and they acquire training to meet current needs in schools and other settings.
10. work with other school or agency staff to advocate for continuing professional development opportunities for all personnel focusing on knowledge, skills, practice and maintenance of new learning.

XI. Information Technology:

Professionals delivering school psychological services have knowledge of information sources and technology relevant to their work. They access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Professionals delivering school psychological services:

1. recognize that advances in technology have many positive impacts on the dissemination of information, on their professional practice, and on services for children.
2. use the latest technological advances in their work, and use technology in ways that safeguard or enhance the quality of services and are consistent with professional and ethical standards related to confidentiality, distribution of records and information.
3. use information and technology resources to acquire knowledge of current research findings, and professional literature.
4. have current knowledge about technology resources for children (e.g., instructional software, adaptive technology for individuals with disabilities) and use the resources when designing, implementing, and evaluating instructional programs and interventions for children.

Reflective Summary

The reflection aspect of the portfolio is your opportunity to think about what you have learned and experienced and then to develop (or begin to develop) a professional or philosophical position relative to the area in question and the profession of school psychology in general. In this section, you are looking inward to reflect on the changes you are undergoing as a professional in training.

For each artifact/document that you choose to include, reflect upon: why you chose it; what you learned from the effort to produce this artifact/document, and; how this artifact/document contributes to your growth in the training competency.

Example:

VII. Prevention, Crisis Intervention, and Mental Health Services

(She explains her choice of artifacts)

“As an artifact for this training competency, I chose to include a paper that I wrote for Psych 746 – Psychopathology of Childhood and Adolescence. It is listed as Document #1. The paper is entitled, “Aggressive Girls: Current Status, Risk, and Protective Factors.” I selected this paper because of the impact that the research for it had on me. I come from a relatively protected background, growing up in a middle class family in small town Wisconsin. In 12 years of public school, I remember seeing just one “girl fight,” and it was really nothing more than a lot of name-calling and a little hair pulling. Girls in my community were aggressive, but not physically. We – yes, I am guilty – attacked each other with words, cruel tricks, and gossip, what I have learned is called “relational aggression.” I don’t recall ever wanting to hit another girl in anger, though there were plenty of instances when I was probably angry enough to do it. The thought just never entered my mind as one of the ways I could resolve the anger.

(She describes what she learned from the process)

As I progressed in my research, were my eyes opened! Fighting is a big problem for many girls in many communities. In some cases, schools complained more about the girls than the boys, in part because girls are more likely to use knives than are boys. I was particularly impressed with the work that Debra Pepler and Wendy Craig have done in their documentation of the monumentally difficult lives that physically aggressive girls are at risk for. As a future school psychologist, I will be especially cognizant of the risk these girls have and work to help them learn alternative conflict resolution skills. School psychologists need to understand literature such as this. It’s one thing to recognize that fighting is wrong, but quite another to appreciate the power of the risk factor to lead to other, even more serious, negative life events. The research indicated that the most common response to aggressive behavior in school is suspension. What good will it do to merely suspend a girl who gets in a fight? If we do not take the time and effort to fully understand all the complexities that surround this choice of behavior then we are no different than anyone else.

(She applies what she has learned to the competency)

This is true for other mental health and behavioral issues as well. School psychologists need to look beyond the surface into true understanding if we are to be effective. This paper helped me to be better cognizant of the diversity of individuals we may be called upon to serve. I am becoming a stronger “data-based decision-maker” in that I am recognizing that in order to be of the most use to the children and staff members I serve, I must look to the research literature to gain the deepest insights to guide my interventions. Good intentions and a nice smile won’t cut it; mental health issues are too complex.

UW-W Continuum of Competencies

In an effort to guide students as they progress through their training, the faculty members in the School Psychology Program have assembled this Continuum of Competencies. It is an effort to provide a *bridge* between the Wisconsin Department of Public Instruction Content Standards for School Psychology, the NASP Training Competencies, and the course work and field experiences provided in the UW-Whitewater School Psychology Program.

For each of the training competencies, a series of exemplar objectives have been identified. These objectives are linked closely to the curriculum and other training experiences of UW-Whitewater. The Continuum is designed to be a self-assessment of progress, and together with the Reflective Statements and Artifacts, they allow for an additional assessment of student progress.

Procedure:

1. When you believe that sufficient documentation in the form of artifacts and/or completed course work or field experiences has been acquired to demonstrate competence in a designated objective, you should initial the objective in the first space provided.
2. An objective may be met with successful course completion. For instance, I-A could be met following a strong grade in Assessment I, documented on the WINS printout in your portfolio.
3. Upon review, a faculty member will initial the second space if he or she agrees that there is sufficient documentation. If there is disagreement, you can discuss your rationale at the interview. Try to self-assess carefully and with accountability.
4. Note that some of the skill-based objectives are designated as “under practice conditions” (at the university), “in the practicum setting,” and in the “internship setting.” Avoid confusing them.
5. Numbers 1-2-3 at the end of each objective indicate what is most likely the earliest year of potential competency achievement.

Continuum of Competencies

Name:

I. Data Based Decision Making and Accountability

- A. Shows evidence of an ability to understand essential foundations of measurement, including scales of measurement, norms and reference groups, units of measurement, test reliability, measurement error, and test validity; _____ (1)
- B. Shows evidence of knowledge of the distinction between norm-referenced assessment, behavioral assessment, projective assessment, and curriculum-based assessment; _____ (1)
- C. Shows evidence of knowledge of major theories of intelligence; _____ (1)
- D. Shows evidence of an understanding of the legal rights of children and families and the ethical obligations of school psychologists regarding school psychological assessment; _____ (1)
- E. Demonstrates skill in the administration, scoring, and written interpretation of a variety of individual intelligence tests under practice conditions; _____ (1)
- F. Demonstrates skill in the administration, scoring, and written interpretation of a variety of individual intelligence tests with a full range of age groups, cultural groups, and presenting referral concerns in a supervised, school-based setting; _____ (2)
- G. Demonstrates skill in the administration, scoring, and written interpretation of a variety of socio-emotional and behavioral assessment procedures under practice conditions, including the gathering of school and home environmental data, interviewing, and behavioral observation; _____ (1)
- H. Demonstrates skill in the administration, scoring, and written interpretation of a variety of socio-emotional and behavioral assessment procedures, including the gathering of school and home environmental data, interviewing, and behavioral observation with a full range of age groups, cultural groups, and presenting referral concerns in a supervised, school-based setting; _____ (2)
- I. Demonstrates skill in the administration, scoring, and written interpretation of a variety of individual achievement tests and curriculum-based procedures under practice conditions; _____ (1)
- J. Demonstrates skill in the administration, scoring, and written interpretation of a variety of individual achievement tests and curriculum-based procedures with a full range of age groups, cultural groups, and presenting referral concerns in a supervised, school-based setting; _____ (2)
- K. Can articulate the principles and procedures of functional behavior assessment and has competently completed such in a supervised, school-based setting; _____ (2)
- L. In internship practice, shows evidence of a solidly emergent ability to design and carry-out complete psychoeducational assessments of the full range of students referred for school psychological services, communicate the data in useful psychological reports, and participate directly or indirectly in recommended interventions with a minimum of supervision; _____ (3)
- M. In internship practice, shows evidence of the use of a variety of data-based models and methods to

effectively understand presenting problems, demonstrating a clear linkage between assessment and intervention; _____ (3)

- N. In internship practice, shows evidence of the use of a variety of data-based models and methods to effectively evaluate the outcomes of direct and indirect interventions; _____ (3)
- O. In internship practice, shows evidence of having assisted in the data-based accountability evaluation of at least one school-based program designed to meet the academic or socio-emotional needs of students: _____ (3)

II Interpersonal Communication, Collaboration, and Consultation

- A. In the academic setting, shows evidence interpersonal skills with peers through successful collaborative projects and presentations: _____ (1)
- B. In the academic setting has remained free from any violations of university or program policies related to interpersonal behavior: _____ (2)
- C. In the practicum setting, shows evidence through written feedback of the positive interpersonal skills such as patience, flexibility, adaptability, and empathy necessary to facilitate communication and collaboration among students, families, and school personnel; _____ (2)
- D. In the practicum setting, shows evidence of the ability to effectively participate in a variety of collaborative decision-making processes, such as an IEP or building consultation teams: _____ (2)
- E. Shows evidence of an understanding of the major extant models of consultation, their underlying theories, and principal proponents; _____ (2)
- F. Shows evidence of high-level familiarity with a particular school-based model of consultation; _____ (2)
- G. Shows evidence of successful applied experience in the data-based assessment, design, and implementation of a behavioral consultation in the school setting under supervised conditions; _____ (2)
- H. In internship practice, shows evidence of the use of consultation skills to function as a change agent at the levels of the student, classroom, and/or building: _____ (3)

III. Effective Instruction and Development of Cognitive/Academic Skills

- A. Shows evidence of an understanding of major theories of learning germane to the needs of school-age children and youth: _____ (1-2)
- B. Shows evidence of an understanding of empirically demonstrated components of effective instruction and alternative instructional methodologies: _____ (1-2)
- C. Shows evidence of an ability to apply learning theory to the development of effective instructional strategies through a project or presentation in the university setting: _____ (1-2)
- D. Shows evidence of an ability to apply learning theory and cognitive strategies to the development of effective instructional strategies in the practicum setting: _____ (2)
- E. In internship practice, shows evidence having effectively participated in the establishment of individual

student learning goals, designing a learning process to achieve those goals, and assessing the outcomes of the process, _____ (3)

- F. In internship practice, shows evidence of regular participation in the development and assessment of effective learning instruction and strategies for a variety of student needs under minimal supervision: _____ (3)

IV Socialization and Development of Life Competencies

- A. Has maintained a weekly mentoring relationship with an elementary or middle school pupil in the school setting for a minimum of one academic year; _____ (1)
- B. Shows evidence of an understanding of the current literature in social bases of behavior; _____ (1-2)
- C. Shows evidence of an ability to explore the current literature in a specifically defined area related to social bases of behavior in children or adolescents; _____ (1-2)
- D. Shows evidence of an ability to integrate knowledge in social bases of behavior to applied school psychological practice; _____ (2-3)
- E. Shows evidence of an understanding of the essential principles and procedures of behavior therapy and the application of those principles to individual, classroom, and building management and discipline; _____ (2)
- F. Shows evidence of an understanding of the essential principles and procedures of cognitive-behavior therapy; _____ (2)
- G. Shows evidence of successful applied experience in the assessment, design, and implementation of a direct cognitive-behavioral intervention with an individual student in the school setting under supervised conditions; _____ (2)
- H. Shows evidence of successful applied experience in the assessment, design, and implementation of a direct cognitive-behavioral intervention with a student group in the school setting under supervised conditions; _____ (2)
- I. In internship practice, demonstrates an ability to develop and implement behavior change programs (individual, group, classroom) that demonstrate the use of ecological and behavioral approaches to classroom management and discipline; _____ (3)
- J. In internship practice, demonstrates an ability to provide consultation to school professionals to facilitate improved conflict resolution, school safety, or social problem-solving/decision-making and to effectively evaluate the outcomes of those efforts; _____ (3)

V. Student Diversity in Development and Learning

- A. Shows evidence through course work or other avenues of an understanding of human diversity and exceptionalities as they may be expressed in the school setting; _____ (1-2)
- B. Shows evidence through course work and experience of an understanding of current legislation related to the provision of special education services in the school setting; _____ (1-2)

- C. Shows evidence of an ability to participate effectively in the differential diagnosis and intervention planning for learners with special needs; _____ (2)
- D. Shows evidence of an ability to manage a special education referral from the initial referral through the IEP process under supervised conditions; _____ (2)
- E. Shows evidence of scholarly investigation through course work into issues germane to multicultural education; _____ (2)
- F. In internship setting, shows evidence of an ability to incorporate knowledge of the influence of children and families, culture, background, socio-economic status, and individual learning characteristics when designing and implementing interventions; _____ (3)
- G. Shows evidence of a minimum of 50 hours of applied experience in an educational or related setting with persons of diverse cultural and/or racial backgrounds and in doing so, meets UW-Whitewater Human Relations requirement; _____ (2)

VI. School and System Structure, Organization, and Climate

- A. Shows evidence through course work of an understanding of the formal and informal organizational, decision-making, and administrative structures of school systems at the local and state levels; _____ (1)
- B. Shows evidence through course work of an understanding of the principles of organizational development and systems theory as they are applied to issues in the educational setting; _____ (1-2)
- C. In the practicum setting, shows evidence of observation and participation in building or district level change efforts to improve services and programs available to students and families;
- D. In the internship setting, shows evidence of active participation as an agent for positive change in building or system level change plans in areas such as violence prevention or school improvement initiatives; _____ (3)

VII. Prevention, Crisis Intervention, and Mental Health Services

- A. Shows evidence of an understanding of the current literature in normal child and adolescent development; _____ (1-2)
- B. Shows evidence of an ability to explore the current literature in a specifically defined area of child or adolescent development; _____ (1-2)
- C. Shows evidence of an understanding of the current issues in child and adolescent psychopathology; _____ (1)
- D. Shows evidence of an ability to explore the current literature in a specifically defined area of child or adolescent psychopathology; _____ (1)
- E. Shows evidence of an understanding of the current literature in biological bases of behavior; _____ (1-2)
- F. Shows evidence of an ability to explore the current literature in a specifically defined area of brain-behavior relationships, psychopharmacology, or neuropsychological assessment; _____ (1-2)

- G. In the practicum setting, shows an emergent ability to integrate course work in development, human diversity, biological and other factors into an understanding and identification of behaviors that may be precursor or marker behaviors for later more serious difficulties; _____ (2)
- H. Shows evidence of an understanding through course work and experience of a variety of health and mental health concerns that affect school-age children and youth, including stress management, eating disorders, teenage pregnancy, suicide, and sexually transmitted diseases; _____ (1-2)
- I. In the practicum setting, shows evidence of active participation in the development and/or implementation of a program designed as a primary or secondary prevention for academic, behavioral, health, or emotional concerns; _____ (2)
- J. Shows evidence of an understanding of the current literature in the prevention of school violence, including needs/risk assessment, prevention programming, crisis management, and post-crisis response; _____ (2)

VIII. Home/School/Community Collaboration

- A. Shows evidence of an understanding through course work and experience of the current research regarding family influence on child characteristics that affect classroom performance; _____ (2)
- B. Shows evidence of an understanding through course work and experience of the current research regarding cultural influences that may impact home-school collaboration; _____ (2)
- C. In the practicum setting, shows evidence of observation and participation in efforts to facilitate effective home-school communication and collaboration; _____ (2)
- D. In the internship setting, shows evidence of regular and active involvement with parents in a variety of prevention and intervention efforts in the school; _____ (3)

IX. Research and Program Evaluation

- A. Shows evidence of a competent understanding of statistical procedures, including descriptive and inferential methods, and their use in applied school psychological practice; _____ (1)
- B. Shows evidence of an ability to understand and explain the role of research in school psychology and its implications for direct practice in the school setting; _____ (1)
- C. Completes a masters thesis involving the systematic construction of a research hypothesis, successful proposal, data gathering and analysis, and successful defense; _____ (1)
- D. Completes a Specialist Project consistent with the guidelines contained in the Student Handbook. _____ (3)
- E. In the internship setting, shows evidence of the completion of an applied research study, single-subject, group, or program evaluation, with minimal supervision; _____ (3)

X. School Psychology Practice and Professional Development

- A. Shows evidence of a competent understanding of the legal and ethical issues related to the practice of school psychology; _____ (1)

- B. Shows an understanding of major service delivery models and can explain essential roles and functions of school psychologists; _____ (1)
- C. Shows evidence of knowledge of the history of school psychology, major figures and movements, its place within systems of psychology, and current professional structures and organizations; _____ (1)
- D. Shows evidence of having observed at least one non-supervisory school psychologist engage in professional practice over a period of not less than three working days; _____ (1)
- E. Shows evidence of having current student affiliation with state and national professional organizations or can articulate a substantive, well-documented argument against affiliation; _____ (1)
- F. Shows evidence of attendance at one or more state and/or national school psychology conventions in each year of on campus training; _____ (2)
- G. Shows evidence of a substantive contribution to the profession, for instance, through presentation at a student, local, state, national, or international professional meeting, as a contributing or single author in a submission to a refereed journal or recognized professional publication (including letters to the editor), as an interviewee on a television or radio program, or as an author or co-author of a published or locally distributed practice manual; _____ (2-3)
- H. Demonstrates skilled application of competencies in an approved practicum setting lasting no fewer than 600 hours; shows ability to learn from supervision and effectively address weaknesses and demonstrates that substantive professional growth has occurred; shows evidence that case conceptualization skills are at a pre-internship level through satisfactory presentation to supervisors; demonstrates improved ability to use assessment skills to help define and mediate intervention efforts; demonstrates report writing skills at a satisfactory level; demonstrates effective, professional interpersonal relationships with supervisors and professional staff at practicum site through field supervisor's evaluation; shows that professional and personal behavior is consistent with established code of professional ethics; _____ (2)
- G. Shows evidence of completed Internship in School Psychology consistent with UW-Whitewater School Psychology Program guidelines and practices. _____ (3)

XI. Technology Resources

- A. Has demonstrated through course work a functional understanding of computer-based technology such as word processing, spreadsheets, data-base (e.g., PsychLit) search, and responsible internet search skills; _____ (1)
- B. Has demonstrated effective use of computer-based scoring programs in assessment _____ (1)
- C. Has competently utilized computer-based technologies in a practicum situation under supervision; _____ (2)
- D. Can articulate the school psychologist's ethical responsibilities regarding the use of computer technologies in applied practice; _____ (1)
- E. In internship practice, competently utilizes computer-based and other technologies to assist in the delivery of service to students, parents, and other school personnel; _____ (3)
- F. In internship practice, is aware of local resources for information and acquisition of assistive technologies for students with special needs; _____ (3)

Pre-Practicum Competencies Achieved: _____
Program Coordinator Date

Pre-Internship Competencies Achieved: _____
Program Coordinator Date

Program Competencies Achieved: _____
Program Coordinator Date

**UNIVERSITY OF WISCONSIN - WHITEWATER
SCHOOL PSYCHOLOGY PROGRAM**

Mid-Year Portfolio Review

Student: _____ Rater: _____ Date: _____

Hard Copy Portfolio

Reflective Summaries

1	2	3	4	5	6	7	8	9	10
Descriptive				Emerging, uneven			Insightful, perceptive		

Required UW-W Documents

Missing one or more All required documents present

Continuum of Competencies

Poor or incomplete self-assessment Competent self-assessment

Required Artifacts/Documentation

Poor or missing linkage to Competencies Proficient linkage to Competencies

Hard Copy Portfolio Overall (see scoring rubric in Handbook, Appendix B)

Minimal Basic Proficient Advanced

Comments:

Ten-Minute Presentation (see Portfolio Presentation scoring rubric in Handbook, Appendix B)

Minimal Basic Proficient Advanced

Comments:

Field Experiences in the School Psychology Program

In the School Psychology Program, graduate students are provided with practica experiences throughout the course of study. In the first semester, all students complete Foundations of Professional School Psychology (PSYCH-420/620) in which they are provided an opportunity to shadow a practicing school psychologist from the local area and engage in the "Straight Talk" mentoring program with a high risk student in the local public school system (PSYCH 792). In the second semester, students select their practicum site and are placed in that district for six half-days to shadow their future supervisor and become acquainted with the district and its policies.

Practicum

Upon admission into the Education Specialist sequence, students are assigned a practicum site. Arrangements are made with the supervising school psychologist and the Pupil Services Director for the student to make a pre-practicum site visitation. During this visitation, students are introduced to administrators and other appropriate personnel, provided with a tour of the facilities, and given an opportunity for informal conversation with the supervising school psychologist. Opportunities for observation and/or participation in end of the year activities are offered where possible or desirable. In addition, the new practicum assignee will spend a day or more "shadowing" the current practicum student.

The Practicum in School Psychology (PSYCH-793) is a local school district placement with an accompanying two and one-half hour seminar and on-campus supervision. This practicum occurs only following the attainment of the master=s degree and the recommendation of the Coordinator, in consultation with the School Psychology Committee of the general psychology faculty. This experience is run in strict accordance with the standards outlined in the Standards for Training and Field Placement Programs in School Psychology (NASP, 2000) and those procedures identified in the UW-Whitewater Practicum Training Protocol. The Practicum (PSYCH-793) is a minimum 600-hour, two semester, supervised field experience in the public schools which has the following objectives:

- 1) Provide students with supervised training opportunities that reflect a logical extension of their university course work in the areas of assessment, direct intervention, consultation, prevention, and professional school psychology within the context of a close, mentor relationship with field and university supervisors;
- 2) Provide students with an immersion into the organization and structural components of public school functioning, including administrative and faculty organization, pupil service design, and associated legal and legislative issues;
- 3) Provide students with an understanding of and experience with the IEP assessment process associated with I.D.E.A. and Wis. PI-11, including prereferral consultation, case management assessment, team decision-making, parent and teacher feedback, and individualized program development;
- 4) Provide experience for students with a wide diversity of pupil needs and characteristics, including those children with low incidence handicapping conditions and those pupils and families of diverse cultural, ethnic, and socio-economic backgrounds.

The Practicum (PSYCH-793) is held for each student in any one of several local, cooperating school districts. Students complete the "Practicum Application Form" in the spring semester prior to their practicum year. Students are assigned to one school district only. This placement decision is arrived at in consideration of student preference, faculty assessment of student needs, and field supervisor availability. UW-Whitewater is especially proud of the diversity of practicum placement opportunities available for students. Students may select from the urban experience of Milwaukee, the working class communities such as Janesville and Beloit, the "bedroom" communities such as Oconomowoc and Kettle Moraine, to the very rural, farming communities such as Milton. This variety of training sites allows program faculty to match the practicum with the expressed needs and experiences of the practicum

student.

Supervision is both field and university based. Students work particularly close with both supervisors during the Practicum. Field supervisors model procedures and monitor student training experiences. University faculty make frequent visitations to school sites for observation and consultation. A "Practicum Planning Form" is completed jointly by the student and both field and university supervisors to insure a broadly-based experience. Students maintain Practicum Activity Logs which are monitored by university supervisors on a weekly basis. Structured evaluation using the "Practicum Evaluation Form" is conducted twice during the Practicum I semester and at the conclusion of the Practicum II semester.

The Practicum in School Psychology is supported by a regular two and one-half hour seminar for all practicum students which meets at the university (Milwaukee Public Schools students also participate in an additional seminar in Milwaukee). This seminar is designed to address specific needs of the students. In the first semester, essential foundational skills, such as report writing, special education procedures and program criteria, and school organization are discussed. The second semester is dedicated to a particular curricular specialty area.

Internship

The internship experience occurs following the completion of all course work and practica requirements for certification as a Provisional school psychologist. Students enroll in Internship in School Psychology (PSYCH-795), a full-time, 6-credit, 1200-hour field experience. This experience is run in strict accordance with the standards outlined in the Standards for Training and Field Placement Programs in School Psychology (NASP, 2000).

Internship sites are obtained through an application process. Each site must be approved by program faculty. The "Internship Planning Form" insures a wide-ranging experience for each intern. Interns are required to maintain up to date logs of their activities and submit them to university supervisors on a monthly basis. A structured evaluation component is required. The interns themselves are supported on-campus by a monthly Internship Seminar in which case consultation occurs and current topics relative to the practice of school psychology are discussed. Further information may be found in the Internship Handbook.

*Section Graduate Student Evaluation and Retention Policies and Procedures adapted with gratitude from the Graduate Handbook, School Psychology Program, Illinois State University

Appendix A**COMPREHENSIVE PORTFOLIO PRESENTATION**
In Partial Fulfillment of the Requirements for the
Masters Degree in School Psychology**I. PURPOSE**

Candidates for the MSE-School Psychology degree are expected to demonstrate the requisite knowledge, skills, and dispositions necessary for advancement to the Education Specialist Degree sequence. The Comprehensive Portfolio Presentation is designed to provide a scholarly forum for the candidate to communicate these competencies to faculty members.

II. STRUCTURE

- A.** Candidates will receive a written comprehensive question two weeks ahead of the due date for portfolio submission. The typed, double-spaced response will be inserted into the left inside cover pocket of the portfolio. The response will be rated by one School Psychology faculty member using the Minimal-Basic-Proficient-Advanced metric.
- B.** The hardcopy portfolio is due in room 5038 two weeks prior to the oral presentation.
- C.** Candidate portfolios will be assigned to individual faculty members for evaluation along the approved portfolio hardcopy rubric. Candidates must earn at least a Proficient/Competent rating in order to proceed to the oral presentation phase. Inadequate portfolios will be returned to the candidate for further work.
- D.** At their appointed times, candidates will orally present evidence of their knowledge, skills, and dispositions to an assigned faculty panel and in front of peers. The presentation will be 30 minutes and will be followed by questions from the faculty panel. The candidate will then be excused. The faculty panel will independently evaluate the candidate guided by the approved oral presentation rubric.
- E.** Candidates must earn at least a Proficient/Competent rating from all raters, including on the written question. Faculty panel members will attempt to resolve any disagreements. In cases of Proficient or Advanced unsettled disagreement, candidates will receive the Proficient rating. Candidates who earn at least a Proficient/Competent rating from all raters will be informed at the earliest possible time that they have passed the Comprehensive Portfolio Presentation.
- F.** Candidates who fail only the written question will be provided a second opportunity. Failure on the second opportunity will constitute a failure to pass the Comprehensive Portfolio Presentation.
- G.** Candidates who fail to earn at least a Proficient/Competent rating from all raters will be informed that they have failed to pass the Comprehensive Portfolio Presentation. Feedback will be provided by the Program Coordinator at a separate meeting. Following that meeting, the candidate has 5 working days to submit a Letter of Appeal to the School Psychology Committee that explains in depth their own self-assessment of their presentation and their plan to address the weaknesses.

- H.** By majority vote, the School Psychology Committee may:
1. Allow the candidate to take a comprehensive written examination at a date to be determined that will be scored in the manner outlined in the Handbook. Success on this examination will lead to admission to the Ed.S. sequence. Failure will result in program dismissal.
 2. Allow the candidate to take a comprehensive written evaluation that will be scored in the manner outlined in the Handbook. Success will fulfill the requirement for the M.S.E. degree, but the candidate will be dismissed from the program.
 3. Refuse to allow a written examination and dismiss the candidate from the program.

III. PRESENTATION FORMAT

- A.** Candidates will be assigned a room and time for their presentation. Dress is professional. Punctuality is essential.
- B.** Candidates are expected to utilize an electronic media, such as Power Point, for their presentation. Faculty will be provided copies of the Power Point slides at the presentation. Transparencies are acceptable as adjunctive aides only. Please inform the panel if video media will be used. Excessive fumbling with presentation media will reflect badly on the candidate.
- C.** Candidates may have peer assistance with the presentation media or to engage in role play. Peers may not provide substance that should have come from the candidate. Candidates should clarify any concerns regarding peer participation ahead of time.
- D.** Candidates are expected to know their material at a high level and strictly avoid reading from slides. Attention is directed to the Presentation Rubric.
- E.** Presentation will proceed uninterrupted for 30 minutes with a plus or minus error range not to exceed three minutes.
- F.** Following the oral presentation, the candidate will be seated and respond to questions from the faculty panel on both the written question and the presentation. The questioning period will last approximately 20 minutes, but may go longer at the panel's discretion.

IV. PRESENTATION STRUCTURE

- A. Introduction:** The candidate's beliefs about the role and function of an outstanding school psychologist
- B. Presentation Body**
 1. Demonstrate knowledge and skill in the following competencies
 - a. Data-Based Decision Making and Accountability
 - b. Student Diversity in Development and Learning
 - c. Research and Program Evaluation
 - d. School-Based Practice and Development

2. In doing so, integrate knowledge from all relevant coursework and related training so as to demonstrate your high level of understanding of the interrelationships among the competencies.
3. Strictly avoid pointing out that you passed *this* course or *that* course as documentation for your competency. The panel has your academic record in your portfolio. Rather, consider introducing your knowledge with such phrases as, “My understanding of...” or, “I know that a comprehensive assessment involves...” or “The reason that data-based decision-making is so important to working with diverse populations is...”
4. Candidates should refer the faculty panel to relevant artifacts in the hardcopy portfolio for documentation of skill development.

C. Conclusion

1. Reflect upon your current strengths and your current weakness/training challenges so as to demonstrate a high level of self-understanding
2. This section should be straight-forward and clearly articulated, avoiding excessive self-effacement or aggrandizement

Appendix B

Portfolio Hardcopy Rubric**Minimal/Unacceptable**

Portfolio hardcopy shows lack of attention to quality; Hardcopy does not contain many of the required artifacts; Hardcopy is not constructed in the required organizational manner; Narratives are poorly constructed and are not linked to domain competencies; Reflections show lack of insight and self-assessment; Spelling and grammar errors detract from professional presentation; Artifacts are poorly presented or are irrelevant; Student clearly fails to address competencies

Basic/Unacceptable

Portfolio hardcopy shows general attention to quality; Hardcopy does not contain some of the required artifacts; Hardcopy is constructed in the required organizational manner; Narratives are poorly constructed and are unevenly linked to domain competencies; Reflections show poor insight and self-assessment; Spelling and grammar errors are evident; Artifacts are poorly presented and some are irrelevant; Student clearly fails to address the majority of competencies

Proficient/Competent

Portfolio hardcopy shows good attention to quality; Hardcopy contains all the required artifacts; Hardcopy is constructed in the required organizational manner; Narratives are adequately constructed and show an understanding of purpose and are linked to domain competencies; Reflections show insight and self-assessment at an appropriate training level; Spelling and grammar show only minor errors; Artifacts are well presented and are relevant; Student clearly shows competency

Advanced/Competent

Portfolio hardcopy shows superior attention to quality; Hardcopy contains all the required artifacts; Hardcopy is constructed in the required organizational manner; Narratives are well constructed and show an exceptional understanding of purpose and are linked to domain competencies; Reflections show excellent insight and self-assessment; Spelling and grammar are correct; Artifacts are of superior quality, are well presented, and are relevant; Student clearly shows competency

Portfolio Written Response Rubric

The candidate's written performance will be assessed on the following competency rubric:

Minimal/Unacceptable

Integrative paper shows lack of attention to quality; Paper does not address many of the appropriate domains; Paper shows poor understanding of concepts depicted in the scenario; Paper is poorly organized and is poorly linked to domain competencies; Spelling and grammar errors detract from professional presentation; Student clearly fails to address competencies

Basic/Unacceptable

Integrative paper shows general attention to quality; Paper does not address several of the appropriate domains; Paper shows some understanding of concepts depicted in the scenario, but lacks depth appropriate for level of training; Paper is poorly organized and is poorly linked to domain competencies; Spelling and grammar errors are evident and detract from professional presentation; Student clearly fails to address the majority of competencies

Proficient/Competent

Integrative paper shows good attention to quality; Paper address the appropriate domains; Paper shows good understanding of concepts depicted in the scenario; Paper is well organized and is linked to domain competencies; Spelling and grammar errors are minor; Student clearly shows competency

Advanced/Competent

Integrative paper shows excellent attention to quality; Paper address the appropriate domains; Paper shows exceptional understanding of concepts depicted in the scenario; Paper is well organized and is linked to domain competencies; Spelling and grammar are correct; Student clearly shows competency

Portfolio Presentation Rubric

The candidate's performance will be assessed on the following competency rubric:

Minimal/Unacceptable

Presentation is excessively note-bound, indicating poor preparation, poor self-assessment, and discomfort with information; Student reads and recites rather than displays knowledge; Strengths and improvement areas are inadequately addressed; Domain and knowledge areas exhibit poor integration; Student clearly fails to address competencies

Basic/Unacceptable

Presentation is note-bound in several areas, indicating poor preparation, poor self-assessment, and discomfort with information; Student reads and recites rather than displays knowledge; Some aspects of strengths and improvement areas are inadequately addressed; Efforts to integrate domains are present but are conceptually shallow and show clear struggle with understanding; Student clearly fails to address the majority of competencies

Proficient/Competent

Presentation is fluid in most areas, suggesting attention to preparation, self-assessment, and comfort with information; Student displays knowledge without being note-bound; Strengths and improvement areas are adequately addressed. Efforts to integrate domains are present and show an understanding of domain inter-relations at a training-appropriate level; Student clearly shows integrated competency

Advanced/Competent

Presentation is fluid in all areas, suggesting superior attention to preparation, self-assessment, and comfort with information; Student displays knowledge at a level beyond what would be expected of a competent student at this phase of training; Strengths and improvement areas are well addressed; Efforts to integrate domain knowledge are present and show in-depth understanding; Student clearly shows integrated competency

Appendix C

**Criteria for Specialist Project in School Psychology
School Psychology Program
UW-Whitewater**

All students in the Ed.S. degree program will complete a Specialist Project. Students will enroll in *PSYCH -797 Specialist Project Research* during the first or second semester of their Education Specialist degree program and continue their enrollment each subsequent semester until Project completion. With approval, students may begin work on the project prior to enrollment in the Ed.S. sequence.

The Project will seek to advance the student's knowledge and applied skill base in a discrete area of School Psychology in one of the following methods:

1. The Project may involve the gathering and analysis of data in a quantitative or qualitative form. Single subject or grouped data analysis of interventions, large scale surveys, or new analysis of archival or an extant data base are examples; or
2. The Project may involve the systematic evaluation of an existing school-based program, or;
3. The Project may involve a scholarly review of existing literature so as to create an original and useful document. This review must involve studies that have heretofore been unreviewed, been unreviewed in the present context, or have not been reviewed in a period of time considered adequate by the student's advisor, or;
4. The Project may involve the creative production of an applied program manual. To meet this criterion, the student must be the sole creator of the program (though specific portions may be drawn from other work), the program must exist in an exportable form, and the student must perform an initial field study of the program. This field study need not conform to the rigor expected in 1 (above) and may involve a client satisfaction survey or other such analysis considered adequate by the student's advisor.

With approval, students who elect to complete a thesis in partial fulfillment of the masters degree may choose to extend their research for the Specialist Project. This extension must involve new data or direction not covered in the original thesis.

IRB approval will be obtained when required.

Endorsement to Proceed to the Education Specialist Degree
School Psychology Program
University of Wisconsin - Whitewater

Name: _____ Date: _____

The student must obtain all signatures from current School Psychology faculty members and return the completed form to the Coordinator no later than May 14.

The above named student in the UW-Whitewater School Psychology Program has my endorsement to proceed to the Education Specialist portion of training.

Name (printed)	Signature	Date
Name (printed)	Signature	Date
Name (printed)	Signature	Date
Name (printed)	Signature	Date

The above named student has successfully passed the Comprehensive Portfolio Examination for the Masters degree or has successfully defended a Masters thesis

Program Coordinator Date

Appendix F

**UW-Whitewater School Psychology Program
The Specialist Project
Trajectory to Completion**

Objectives:

- § Provide students with an in-depth understanding in a specialized area of school psychology
- § Encourage the production applied research or creative program development in service to the profession
- § Foster a close working collaboration between faculty and students

Trajectory to Completion:**Year I: Semester I**

1. Students are introduced to the Project requirements in 840-620 Foundations of Professional School Psychology
2. Students develop appropriate research understanding and skills in 840-615 Research Design
3. Students may choose to write a prospectus for research as a class requirement in 840-615
4. Students discuss progress at January portfolio meeting

Semester II

5. Students are paired with a faculty member from the Department of Psychology to act as a faculty advisor on the Specialist Project
6. Students arrange a meeting with advisor to discuss project options
7. Students include a Project Prospectus in May portfolio that outlines the scope and sequence of the Specialist Project

Summer

8. Students begin research and complete first draft of Background or in the case of a Review of the Literature, a substantive beginning

Year II: Semester I

9. Students enroll in 840-797 Specialist Project Research (1 cr.)
10. Students who desire financial support for project make application to the Graduate School
11. Students present first draft of Background/literature review to faculty advisor
12. Students meet as a group once per month with available faculty members to receive support and direction
13. Students electing a Criteria 3 complete the project prior to January portfolio review
14. January portfolio review contains IRB (if necessary) Background, Subjects, and Methods

Semester II

15. Students who have not completed the project enroll in 840-797 Specialist Project Research
16. Students continue meeting with faculty advisor who helps guide the research
17. Students meet as a group once per month with available faculty members to receive support and direction
18. Students present completed, bound copy of Specialist Project at May portfolio review or request extension

Summer

19. Those students with unfinished projects enroll in 840-797 Specialist Project Research
All Specialist Projects complete by August 1 Specialist Project

CONTENT ASSESSMENT GRID
UW-Whitewater School Psychology Program
Grid Legend

Assessment Categories

CK = Content Knowledge Does the student have an intellectual grasp of the curricular content of the class at an understanding level?

AP = Applied Skill Can the student demonstrate the curricular content in an applied fashion such that it can be observed and evaluated by a qualified other?

PD = Professional Dispositions Are the student's personal characteristics such as temperament, empathy, flexibility, integrity, reflectivity, congeniality, and enthusiasm consistent with training outcomes for school psychology?

D = Diversity Is the student able to apply the content knowledge and/or applied skill to pupils with diverse backgrounds, such as those included in ethnicity, culture, learning, behavior, and disability?

C = Communication Is the student able to communicate his or her understanding of the content or mastery of the skill in the appropriate form (e.g., written, verbal, non-verbal) for the circumstance?

Assessment Type

Test: A major written assessment, such as a mid-term or final examination; a major oral individual assessment of competency

Quiz: A small written assessment designed to be a formative measure of understanding, or in combination a summative measure

Project: A learning exercise that yields a product, such as a booklet or manual, or a major classroom presentation

Research Paper: A comprehensive literature review or cited opinion paper, predominantly from original sources

Case Study: Any use of acquired knowledge and skills with a human subject that can be observed, such as assessment or intervention; frequently yields a permanent product, such as a case report

Observation: Assessment of an applied skill by a qualified other, such as an instructor or field-based supervisor.

CONTENT ASSESSMENT GRID

School Psychology Program

ASSESSMENT CATEGORIES <small>Content Knowl (CK) Service Deliv. Knowl (SDK) Prof Dispositions (PD) Human Relations (HR) Communic Skills (C)</small>	CONTENT GUIDELINES <i>DPI School Psychology, National Association of School Psychologists (NASP), & DPI Pupil Services</i>	ASSESSMENT	
		Where ↓	How Test (T) Project (P) Rsch Paper (RP) Case Study (CS) Quiz (Q)
CK, SDK, PD, C	Data-Based Decision-Making and Accountability (DPI-SP/NASP)	PSYCH-620, 680, 715,740 745, 768,769,770, 793, 795, 798,799	620-T,P 680-Q,E 715-T,P 740-T,P 745-Q,CS 768 - Q,P 769-P,RP 770-T,CS 793-CS 795-CS,P
CK, SDK, PD, C, HR	Consultation and Collaboration (DPI-SP/NASP)	PSYCH-620, 768, 769, 770, 793, 795	620-T,P,RP 768 – Q,P 769-T,CS 770 -CS 793-CS 795-CS
CK, SDK, C, HR	Effective Instruction and Development of Cognitive/Academic Skills(DPI-SP/NASP)	PSYCH – 620, 624, 769, 768, 785, 793, 795 CIGENR- 725, 764 EDFOUN-710 SPECED-700	620-T,P,RP 624-Q,RP,P 768 – Q,P 769-P,RP 785-Q,RP,P 793-P 795-P CIGENR- 725-RP,T,P 764-RP,T,P EDFOUN-710 – RP, T SPECED-700-RP,T,P
CK, SDK, PD, C, HR	Socialization and Development of Life Skills (DPI-SP/NASP)	PSYCH-620,680, 746,766, 768, 769, 793,795	620-T,P,RP 768 – Q,P 746-P,RP,T 769-P,RP 793-P 795-P
CK, SDK, PD, CS,HR	Student Diversity in Development and Learning (DPI/NASP)	PSYCH-620,624 680,715, 740, 745,768, 769,770, 785, 793, 795, CIGENR- 725, 764 EDFOUN-710 SPECED-700	620-T,P,RP 624-Q,RP,P 740-Q,P 745-Q,P 766-Q,P 768- Q,P 769-P,RP 770-T,P 785-P,Q,RP 793-P 795-P CIGENR- 725-RP,T,P 764-RP,T,P EDFOUN-710 – RP, T SPECED- 700-RP,T,P
CK,SDK	School and Systems	PSYCH-	620-T,P,RP

	Organization, Policy Development, and Climate (DPI-SP/NASP)	620, 680, 769, 793,795 SPECED-700 EDFOUN-710	680-Q,P 768- Q,P 769-P,RP 793-P 795-P EDFOUN-710 – RP, T SPECED-700-RP,T,P
CK, SDK, PD, C, HR	Prevention, Crisis Intervention, and Mental Health (DPI-SP/NASP)	PSYCH-620, 680, 746, 766, 768, 769, 793,795	620-T,P,RP 680-Q,P 746-RP,P,T 766-Q,P 768- Q,P 769-P,RP 793-P 795-P
CK, SDK, C	Home/School/Community Collaboration (DPI-SP/NASP)	PSYCH-620, 768,769, 793,795	620-T,P,RP 768- Q,P 769-P,RP 793-P 795-P
CK, SDK, PD, CS	Research and Program Evaluation (DPI-SP/NASP)	PSYCH-620,715, 795,798 799	620-T,P,RP 715-P,T,Q 795-P 798-P 799-P
CK, SDK, PD, C, HR	School-Based Practice and Development (DPI-SP/NASP)	PSYCH-620,766, 768,769, 793,795	620-T,P,RP 766-Q,P 768- Q,P 769-P,RP 793-P 795-P
CK, SDK, C,	Information Technology (DPI-SP/NASP)	PSYCH-620, 740,745, 770, 793,795	620-T,P 740-,P 745-,P 770-P 793-P 795-P

School Psychology Program (Psychology Course Work only)

Diversity Content Matrix Areas of Diversity Content

Courses	Ethnic	Race	SES	Gender	Except	Lang.	Religion	Sexual Orientation	Geography	Learning Style
PSYCH 740- Assessment I - Achievement	X	X		X	X	X				X
PSYCH 624- Human Learning	X	X	X	X	X	X				X
PSYCH 620- Foundations of Professional School Psychology	X	X	X	X	X	X		X		X
PSYCH 746- Psychopathology of Childhood & Adolescence	X	X	X	X	X			X		
PYCH 715-Research Methods and Program Assessment										
PSYCH 745- Assessment III- Intelligence & Achievement	X	X	X	X	X	X				X
PSYCH 770- Assessment II- Personality & Behavior	X	X	X	X	X	X				
PSYCH 796-Special Studies in School Psychology: Psychopharmacology	X	X	X	X	X					
PSYCH 799-Thesis Research										
PSYCH 768- Behavior Therapy in the Schools	X	X	X	X	X					
PSYCH 480/680- School Violence and Crisis Management	X	X	X	X	X	X	X	X		
PSYCH 793 A Practicum in School Psychology, including Seminar: Case Studies	X	X	X	X	X	X		X		X
Courses	Ethnic	Race	SES	Gender	Except	Lang.	Religion	Sex. Orien.	Geography	Learning

PSYCH 769- Consultation & Prevention	X	X	X	X	X	X				
PSYCH 797- Specialist Project Research										
PSYCH 766- Cognitive Behavioral Therapy/Children & Adolescents	X	X	X	X	X	X		X		
PSYCH 785- Advanced Child Development	X	X	X	X	X	X	X	X	X	X
PSYCH 795- Internship in School Psychology (2 semesters)	X	X	X	X	X	X		X		X

Appendix I

UW-Whitewater School Psychology Program

Training and Assessment Flow Chart

Knowledge, Skills, & Dispositions at Program Entrance



Semester One: Course work: Foundations of Professional School Psychology
 Psychopathology of Childhood and Adolescence
 Human Learning
 Assessment I: Achievement/Prog. Monitoring

Semester One: Field work: Straight Talk Mentor Program
 School Psychologist Field Observation

Knowledge, Skills, & Dispositions at Mid-Year



Assessment: —————> Portfolio Presentation

Semester Two: Course work: Assessment II: Behavior and Personality
 Assessment III: Intelligence and Adaptive Behavior
 Psychopharmacology /or/ Social Bases of Behavior /or/
 Advanced Child Development
 Research Methods and Program Assessment in School
 Psychology

Semester Two: Field work: Straight Talk Mentor Program
 Pre-Practicum Field Placement

Knowledge, Skills, & Dispositions at Year's End



Assessment: —————> Written Problem Analysis
 Comprehensive Portfolio Assessment and Oral Presentation



DECISION POINT
M.S.E. DEGREE / PRACTICUM ENTRANCE

Begin Ed.S. Sequence

Summer One: Course work Behavior Therapy in the School
 ↓ School Violence and Crisis Management
 Required COE course

Assessment: → Classroom level

Semester Three: Course work Practicum in School Psychology – Seminar
 Consultation and Prevention
 Required COE course

Semester Three: Field work Practicum in School Psychology – Field Placement
 Straight Talk Mentor Program

Knowledge, Skills, & Dispositions at Mid-Year II

↓
 Assessment: → Portfolio Presentation
 Field Supervisors' Evaluation
 University Supervisor's Evaluation

Semester Four: Course work Practicum in School Psychology: Seminar
 Psychopharmacology /or/ Social Bases of Behavior /or/ Adv.
 Child Devel.
 Required COE course

Semester Four: Field work Practicum in School Psychology – Field Placement
 Straight Talk Mentor Program

Knowledge, Skills, & Dispositions at Year's End

↓
 Assessment: → Portfolio Presentation
 Field Supervisors' Evaluation
 University Supervisor's Evaluation

↓
DECISION POINT
INTERNSHIP ENTRANCE

Summer Two: Course work Required COE course



Assessment: → Classroom level

Semester Five: Course work Internship Seminar
 Field work Internship in School Psychology

Knowledge, Skills, & Dispositions at Mid-Year



Assessment → Portfolio Assessment
 Field Supervisors' Evaluation

Semester Six: Course work Internship Seminar
 Field work Internship in School Psychology

Knowledge, Skills, & Dispositions at Program End



Assessment → Portfolio Assessment
 Field Supervisors' Evaluation
 Praxis II: School Psychology
 Specialist Project



**DECISION POINT
 EDUCATION SPECIALIST DEGREE**